Highfield Primary School Curriculum Planning: Topics & mapping 2023/24	**Topics** **Autumn** – Little People, Big Dreams **Spring** – Express Yourself! **Summer** – Vive La France British Values	Year: 3

2023-24						
	Autumn term Little People, Big Dreams		**Spring term** Express Yourself!		**Summer term** Vive La France	
Events	• Be Proud Week (5th-9th September) • Show Racism the Red Card (29th September) • World Homeless Day- (10th October) • Aspirations Week (16th- 20th October) Creative Writing Week (w/c 16th October) • Remembrance Day (10th November) • Christmas Jumper Day and concert (8th December)		• Creative Arts Week (8th-12th January) • Safer Internet Day (6th February) • Red Nose Day (17th March) • Creative Maths Day (27th March) • Creative Writing Week(w/c 5th February)		• STEM week (13th-17th May) • Creative Writing Week (w/c 20th May) • Ocean Day - (7th June) • Sports Day- (25th and 27th June) • Bastille Day (12th July)	
	1	**2**	**1**	**2**	**1**	**2**
Core Text	Jack's Fantastic Voyage (Fiction) Carribean Dozen- Grace Nichols/ John Agard (Poetry/Black History) Baboon on the Moon (Film Clip) Lost in Egypt *(Non-fiction)* (Comp)	Jemmy Button (Fiction) Mutual Respect and Tolerance The Angel of Nitshill Road (Fiction)	Gregory Cool (Fiction) Individual Liberty *STEM Positive and negative impact of electricity/technology on our lives* My Shadow by Robert Louis Stevenson (Poetry)	There's a Pebble in my Pocket (Non-fiction) Katie and the British Artists (Fiction)	Tales of Wisdom and Wonder/The Shepherd's Dream (Fiction) Someone by Walt de la Mare (Poetry) The Firework Maker's Daughter (Fiction)	The Firework Maker's Daughter (Fiction)

Science	**Light** Recognise need light in order to see things; that dark is the absence of light Light is reflected from surfaces Light from the sun can be dangerous; there are ways to protect their eyes Shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change Data loggers Pattern Seeking & Identifying, Grouping & Classifying - Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. **Bar graph** Classifying and grouping transparent, translucent and opaque objects. Significant Figure: - Percy Shaw (Inventor of the cat's eye) The King Who Banned the Dark by Emily Haworth-Booth	**Forces and Magnets** Compare how things move on different surfaces Magnetic forces can act at a distance Observe how magnets attract or repel each other and some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles; predict whether two magnets will attract or repel each other Comparative & Fair Testing/Identifying, Grouping & Classifying - Cars down a ramp (change angle/surface/size of wheels) Comparing strengths of metals and non-metals. Comparing different magnets and their strengths. Grouping and classifying different forces within school. Significant Figure: - William Gilbert (Doctor who developed the theory of magnetism)	**Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Explore different kinds of rocks and soils, including those in the local environment Research - Research how fossils are formed Identifying, Grouping & Classifying - Classify different rocks using a branching database. Significant Figure: - Dr Anjana Khatwa (Earth scientist)	**Rocks** Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter Comparative & Fair Testing - Testing the hardness of different rocks. Pattern Seeking - How absorbent are rocks? Significant Figure: - James Hutton (Scientist who studied rocks and the effects of natural processes on them, such as rain, running water, tides, and volcanoes, on the development of the Earth) A rock is lively by Dianna Hutts Aston	**Plants** Identify and describe the functions of different parts of flowering plants Explore requirements of plants for life and growth Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants Observation Over Time - Observe coloured water travelling up plants stem (Labelled Diagrams) Significant Figure: - Jan Ingenhousz (Doctor & Scientist who discovered the process of photosynthesis) What's inside a flower? By Rachel Ignotofsky	**Animals, including Humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement Identifying, Grouping & Classifying Classification of skeletons. Identifying and grouping animals with and without skeletons. Research - Researching and learning the names of different bones. Significant Figure: - Adelle Davis (Biochemist & Nutritionist who linked health and diet)

History / Geography	**H** Achievements of the earliest civilisations - **Ancient Egypt** – depth study Review the importance of rivers for early settlement and civilisations. Begin study of Ancient Egypt and the River Nile. Archaeology – How do we find out about the past? Create an archaeological dig/explore the profession **Big Question: How did Ancient Egypt change over time?**	**G Mountains** and mountainous regions of Himalayas and Snowdonia and the relationship between mountains & weather & people. Why do people live near/on mountains? Tourism & effects. Mountain ranges - UK mountainous regions – Brecon Beacons, Highlands, Lake District, **Snowdonia**, Pennines, Yorkshire Dales. Worldwide ranges – including **the Himalayas,** famous mountains – the 7 summits. Famous mountaineers – Tenzing Norgay and Sir Edmund Hilary (Hilary & team practised on Snowdon) Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features **Big Question: How do people adapt to living on mountains?** Famous Geographer – Tenzing Norgay	**G** Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features Coastal processes (erosion, transportation & deposition) and landforms. Jurassic coast, including significance of its rocks and fossils. Contrast the Jurassic coast to other coastal habitats in the Indian Ocean – coastal erosion in the **Bay of Bengal.** **Big Question: How does the location of Jurassic Coast affect its coastline?** Conservation Group - The Jurassic Coast Trust	**H** Use a timeline within a specific time in history to set out the order things may have happened **Cradles of Civilisation** – First big settlements and cities in the Middle East. Mesopotamia – the land between two rivers. (+ Reference to the Shang Dynasty and Indus Valley). Multiculturalism: The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction. **Big Question: How similar and how different were Ancient Egypt and Ancient Sumer?**	**G** Name & locate counties & cities of UK, geographical regions, human & physical characteristics & key topographical features and land; and understand how some of these aspects affect each other. **Rivers** *Including local fieldwork River Lea/New River RGS Rivers fieldwork. Collect data and link to data handling in maths.* **Big Question: How do rivers, people and land affect each other?**	**H Ancient Greece** Develop chronological understanding: timelines Draw a timeline with different time periods outlined showing different information (eg periods of history, when famous people lived etc). Briefly study Ancient Persia and its empire to set the scene. Greek city states inc. Sparta and Athens, Athenian democracy and empire. Ancient Greece – culture and learning, religion, language and thought. **Big Question: What is the legacy of the Ancient Greeks?**

RE	**Sikhism**- What is Sikh Diwali? How is it different to Hindu Diwali?	**Judaism**- Why is the Torah of importance to Jewish People?	**Christianity**-What are the Stories of the Christian Bible and How do they influence Christians?	**Alevisim**- How do Alevis Worship? What can we learn about Alevi beliefs from the Cemevi? BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.	**Islam**- How does the life of the Prophet Muhammed Guide Muslims in their daily lives?	**Worldview**- What can we learn from religions about deciding what is right and wrong?

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Art & Design	**Abstract Art through shape and expression:** Artist **Kandinsky** Improve mastery of sculpture techniques with a range of materials Children will also look at abstract art and use shapes and colours to express feelings.		**Impressionism and Post impressionist Art:** Artist **Van Gogh** – Create a background using a wash, use a range of brushes to create different painting effects To create implied texture and add texture to their paintings.		**Optical Illusions:** Artist – **Escher** They will incorporate three-dimensional objects such as spheres, tetrahedrons, cylinders and cubes into artwork. Children will create optical illusions.	
D & T		Design using sketches & diagrams, make & evaluate a puppet. Follow a step-by-step plan, choosing the right equipment and materials. Use a shape to make a 3D textile product. Choose a textile for it's suitability and appearance		Design & make nutritious meals. **Cooking & Nutrition** Design & make nutritious meals using a heat source. Retrieval/review: What is a healthy meal? Cut, hygiene, peel, grate, **Yotam Ottolenghi** (Year 2)		Use learning from mathematics to help design and make products that work. Understand that materials have both functional properties and aesthetic qualities. Design a product & make it attractive. Choose a textile for its suitability & appearance. Use a single shape to make a 3D product. Explain how a particular form has played an important role in design in different historical periods – the pyramid from Egypt to the Louvre (to the Toblerone)
PE	**1-Dance** *Linking Dance actions* **2-Net/wall** **Tennis/sitting** **Volleyball**	**1-Gymnastics** *Travelling with a change of direction* **2-** **Tag Rugby** *Throwing for accuracy/jumping for height*	**1-Gym** *Stretching and curling* **2-Invasion games** Netball BV – The rule of law – 'Rules of the game'	**1-Dance** *Exploring Cultural Dance* **2-Football**	**1- OAA** **2-Striking and fielding** *How to strike a ball* Cricket/rounders	**1-Athletics** *Running short and long, distance* *Throwing and jumping*
Computing	**Physical Computing** Esafety: Using technology safely and respectfully.	**Use a variety of software to accomplish goals.** E safety – you tube/ uploading videos -	**Collecting and analysing data** Esafety: Why are surveys online a safety concern? What happens to the information you share?	**Programming and Debugging** Esafety: How safe are you?	Esafety: Using technology safely and respectfully. Are you safe using web cams and sharing photos?	**Word processing/ Editing** Esafety: False advertisement/ clicking on the wrong things.

	Are you safe using web cams and sharing photos? STEM: What are the uses of robots in real life? Focus: Programming commands and debugging. Use logical reasoning to explain how the simple algorithms work and detect and correct errors. Program: Vex Bots **Working with Stuart**	How do we evaluate what we see on the internet? STEM: Where do we see videoing used in everyday life? What careers are their in videoing? Focus: Videoing performance –Use software on a digital device to design and create content for a given goal. Program: Movie maker	STEM: What jobs need you to analyse data? What do people use graphs for? Focus: Create a branching database. Enter data and make it into a graph -select and sue programs to analyse, evaluated and present data and information Program: 2investigate/ 2Question or J2e Cross curricular: Science and maths	What happens when you are contacted by someone you don't know? Should you be talking to other gamers you don't know? STEM: What animations do you know? What famous animators do you know? Focus: Programming an Animation Use sequence, selection and repetition programs Design, write and debug programs Program: Scratch	STEM: What games have you played? How they created? Focus: Programming commands and debugging. Use logical reasoning to explain how the simple algorithms work and detect and correct errors. Program: Code.org Course c	Focus: Creating a yearbook page. Text Boxes, Photos, Headings Cross curricular: Make product design for DT container Program: Publisher Text boxes
Music	**Let Your Spirit Fly-** Children will be listening and appraising. They will also develop their singing technique through vocal games. **(Charanga)**	**Glockenspiel-** Children will be learning about the language of music through playing the glockenspiel and will explore and develop playing/ notation reading skills. **(Charanga)**	**Three Little Birds-** Children will be learning to sing, play, improvise and compose with this song and will listen and appraise other Reggae songs. **(Charanga)** **Class assembly Songs-**Children will be rehearsing and performing a range of songs with corresponding actions.	**The Dragon Song-** Children will develop their own performance of the folk melody. Links with PSHE- song theme relates to kindness, respect, friendship, acceptance and happiness. **(Charanga)** BV- Mutual Respect and tolerance.	**Bringing Us Together-** **(Charanga)**	**International Day Song -** To learn, sing and perform a traditional cultural song.
Frenc h	Moi (All about me) I live in London/J'habite a londres	Colours	On fait la fête (Celebrations)	In the classroom	Jeux et chansons (Games and songs)	Where I live The time Celebrations – Bastille Day
PSHE	E-safety Be Proud of Who You Are Week/BV Anti-racism BV – Individual Liberties. Rights and responsibilities Responding to different viewpoints Resolving conflict	Resisting pressure from others Taking responsibility for behaviour Learning styles Planning to reach a goal Recognising feelings in others & understanding body language Being assertive	Review e-safety Differences: male and female Personal Space & Touch Family Differences Gender roles at home and school	Why People Smoke Physical effects of smoking No Smoking Being physically active	Review e-safety Staying safe Our community in the media Organisations which help our community Rubbish and recycling	Celebrating Differences & Tackling Homophobia Ways to pay Lending and borrowing Earning money Jobs Other people's lives around the world

Enrichment Opportunities	**British Museum**-Egyptians			**Place of Worship Visit**- Cemevi	Woodcroft	**History Day**- Ancient Greeks